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ABSTRACT

This evaluation of the modern and classical languages programs, K-12, in the Albuquerque (New Mexico) public school system provides general information on the program's history, philosophy, recognition, curriculum development, teachers, and activities. Specific information is offered on the different program components, namely, the elementary Spanish program and the middle and high school language programs. Information on each of these programs is presented, including a program description, number of students served, curriculum guides, instructional materials, methodology, and inservice teacher training. (JL)

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MODERN & CLASSICAL LANGUAGES K-12 PROGRAM EVALUATION

1988-89

APS

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WINTER, 1990

MODERN & CLASSICAL LANGUAGES
K-12 PROGRAM EVALUATION

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This program evaluation was a cooperative effort involving students, teachers, administrators, and parents. The willingness of these groups to share their knowledge and opinions greatly enhanced the comprehensiveness and validity of this report.

Modern & Classical Languages Curriculum Coordinator, Maria Montalvo served as consulting educator. Ms. Montalvo provided important program information and valuable insights for the interpretation of the data collected. Acting M&CL Coordinator, Mary de Lopez, merits special recognition for carefully editing this report in its final draft stages.

ADMINISTRATIVE SUMMARY

Albuquerque Public Schools
Modern & Classical Languages

Program Issues

Elementary Spanish Program - While this evaluation report focuses on the 1988-89 Modern & Classical Languages (M&CL) program, it is important to note that due to budget cuts that took place during the spring of 1989, 13.5 full-time equivalent (FTE) teacher positions were eliminated, in effect cutting the program in half. Eleven school sites were lost and programs at other sites drastically reduced.

Middle School Program - This is the least consistent and most controversial component of the K-12 Modern and Classical Languages Program. There is disparity among the middle schools in their language offerings. Twenty of the 23 APS middle schools offered no program at all in 1988-89.

High School Program - The high school program is relatively stable, but program personnel noted three major areas of concern: (1) the six-year-old Spanish Placement Test is in need of revision; (2) a French placement test needs to be developed; and (3) recruitment of middle school students for the high school M&CL program is needed to counteract potential enrollment declines resulting from curricular restraints imposed by the New Mexico School Reform Act.

General Recommendations

Curriculum Planning Cycle - The M&CL program would benefit from continued participation in the Curriculum Planning Cycle which would ensure a scheduled follow-up evaluation, an opportunity to revise and develop curriculum guides as needed, and an organized effort to adopt basic texts and supplementary materials. The Curriculum Planning Cycle plays a critical role in providing the only existing vehicle for addressing program issues.

Modern & Classical Languages as a Core Subject - Based on program personnel input, it is recommended that the M&CL Program be reinstated to its previous status as a core subject along with English Language Arts, Mathematics, Science, and Social Studies. This could be accomplished through the inclusion of M&CL within the Curriculum Support division of Instructional Services and Support (ISS).

Four years ago, M&CL was considered a core subject. As an outcome of the reorganization of the Curriculum Center (now Instructional Support Services) in spring 1986, M&CL was separated from the core subjects in curriculum support and joined the Cross Cultural Department. The physical proximity and association with other programs in the Cross Cultural Department has led to improved articulation with Cross Cultural program staff which is a desirable outcome. However, it has hindered communication between the

M&CL program and other subject areas in the curriculum. This reorganizational move was incongruent with the current national educational direction to integrate all curricular areas as the most effective means of delivering instruction. Inclusion of M&CL with the other core subjects would also serve to support future initiatives promoting international education and global perspectives in the APS curriculum. M&CL faculty and district leadership are well-versed in comparative cultural and linguistic issues, by training, formal education, and interest.

Although not immediately apparent, it is important to differentiate between the major funding sources of the Bilingual Program (state, federal, and local funds, i.e., "soft monies") and the funding of the M&CL program, which is the same as that of other core subject areas (operationally funded programs).

Inservice Needs - The data revealed the need for a well-defined and varied staff development program. Before a staff development program is formulated, it is recommended that a district-wide needs assessment addressed to M&CL teachers at all levels be conducted to ascertain the scope and priorities of desirable inservice topics.

The M&CL Coordinator suggested that principals could encourage their M&CL faculty members to self-assess staff development needs and address them through their individual Professional Development Plans (PDPs). In conjunction with the District Coordinator's office, existing documents such as this evaluation report may serve as a catalyst to define program goals and a long-term staff development plan.

Teachers at all levels expressed a definite need for the opportunity to meet for articulation purposes. These sessions would include updated information on methodologies, use of materials, and testing techniques that reflect the M&CL program emphasis on oral language proficiency (see page 18, paragraph #5 for definition). The staff development program could include a support system of well-trained substitute teachers. Substitute teachers could be trained in the language(s) that they are assigned to teach. Program personnel concurred that staff development activities should include inservice meetings with counselors.

SUMMARY OF FINDINGS

K-12 Program Description

Elementary Spanish Program (ESP) - Goals are to acquire listening and speaking skills, and to gain an understanding and appreciation for other cultures. The program has in-house itinerant Spanish teachers.

Middle School Program - Spanish & French course offerings. Courses include 9-week exploratory courses, semester courses, and full-year courses.

High School Program - Course offerings include Spanish, French, German, Latin, Italian, Russian, Japanese, and Chinese. Courses are full-year, 1/2 credit per semester. Some schools offer accelerated language courses.

Number of Students Served 1988-89

Elementary Spanish Program - 26% (10,418) of the total APS elementary school population participated in the program at 22 (29%) of 75 elementary schools.

Middle School Program - 24% (3,860) of the total APS middle school student population from grades 6-8 received instruction in Spanish or French. 20 of the APS 23 middle schools offer M&CL instruction.

High School Program - 36% (23,440) of the total APS high school student population received M&CL instruction in Spanish, French, German, Latin, Italian, Russian, Japanese, or Chinese; Grades 9-12 at all 11 high schools, Albuquerque Evening School, 1 alternative school; and 1 magnet high school.

Curriculum Guides

Elementary Spanish Program - The ESP has an established curriculum guide developed by a team of administrators and teachers.

Secondary Level - There is no curriculum guide for the middle or high school levels. Guides are currently being developed for Spanish and French middle school courses and are scheduled for release during 1990.

Materials

Elementary Spanish Program - ESP teachers cited nearly exclusive use of teacher-made materials including feltboards, posters, handouts, and worksheets.

Secondary Level - The majority of middle & high school teachers reported a preference for the commercially published textbooks or workbooks adopted for the M&CL program. Teachers also reported reliance on teacher-made materials and personal realia collections.

Methodology

Elementary Spanish Program - Methodologies most frequently used by the majority of Elementary Spanish teachers include songs, games, listening activities, reading to students, and role-playing.

Secondary Schools - Middle and high school language school teachers reported the most frequently used methods and strategies are oral presentations, grammar presentations, grammar drills, games, quizzes, tests, and written activities.

Inservice Training

Elementary Spanish Program - Extensive inservice training was incorporated into the program design. Participating schools and cooperating teachers were also included.

Secondary Programs - Budget restraints have precluded inservice training. Inservice training is made available through a professional organization that includes a cooperative effort among the university, several private secondary schools, and APS.

EVALUATION DESIGN AND METHODOLOGY

The Albuquerque Public Schools (APS) Six Year Curriculum Planning Cycle (K-12) was instituted in 1983 and follows the New Mexico Department of Education textbook adoption cycle. The APS Curriculum Planning Process and the state's textbook adoption cycle are synchronized so that a framework for planned curriculum change as well as equitable division of resources can be provided. The Curriculum Planning Process in APS is supported by evaluation assistance and the assignment of resource teachers to the curriculum area for two years of each six year cycle.

The Six Year Curriculum Planning Process includes the pre-adoption year, textbook adoption year, two implementation years, maintenance year, and program evaluation year. The core of the Curriculum Planning Process is the evaluation year, which assures that each content area is evaluated every six years. The program evaluation solicits the opinions of parents, teachers, and administrators regarding critical issues concerning the kindergarten through twelfth grade (K-12) program and its delivery and implementation.

Evaluation Objectives

The major objectives of the 1988-89 K-12 Modern & Classical Languages program evaluation were to:

1. provide a comprehensive overview of the K-12 Modern and Classical languages program;

2. determine if the Modern & Classical languages program meets the needs and expectations of students and parents;

3. determine how teachers and administrators view the effectiveness of the Modern & Classical program, especially as related to goals, content, methods and materials; and

4. provide information appropriate for continued program development and improvement.

Teacher Input

Meetings were held with Elementary Spanish Program teachers, and middle school and high school Modern and Classical Languages teachers. The meetings were held early in the 1988-89 school year to identify appropriate evaluation issues. The Modern and Classical Languages Curriculum Coordinator and the program evaluator assigned to the evaluation of the program met with the teacher groups.

Evaluation Instruments

The evaluation design, sampling plan, surveys, and related documentation were developed by the program evaluator and reviewed with the Modern and Classical Languages Curriculum Coordinator and language teachers. All survey drafts were modified as necessary to ensure content validity and instructional appropriateness as determined by the teachers and the Curriculum Coordinator.

Drafts of the evaluation design, surveys, sampling plan, and related documentation were reviewed and approved prior to administration by Planning, Research, and Accountability's Director and Assistant Director of Testing and Evaluation; the Assistant Superintendent of Instructional Services and Curriculum Development; and the Superintendent of Instructional Services.

Related studies and articles were collected from a variety of sources by the Program Evaluator and the Curriculum Coordinator. Pertinent studies are cited throughout this evaluation report.

Sampling

In order to provide results that were representative of the various populations reflected in the language programs K-12, stratified random sampling techniques were utilized where appropriate. The sampling plan included teachers, parents, and school administrators. Since the number of language teachers was limited enough to be manageable, all language teachers were given the opportunity to respond to opinion surveys. A random sample of cooperating teachers in schools where the Elementary Spanish Program is in effect was also included. Well over half of the District's language teachers responded to surveys designed to gain their opinions about the language programs in our schools.

Sources of Information

Information required to address the Modern and Classical Languages evaluation issues were derived from the following major sources:

Parent Opinion Surveys - A total sample of 1,086 parents were mailed opinion surveys, including 368 randomly sampled parents of students participating in the Elementary Spanish Program, 350 parents of middle school students enrolled in Spanish or French; and 368 parents of high school students enrolled in language courses. Responses were received from 34% of all parents surveyed.

Teacher Surveys - Opinion surveys were returned by 85% of the Elementary Spanish Program Teachers, 52% of the Elementary Spanish Program Cooperating Teachers, 59% of the middle school language teachers, and 53% of the high school language teachers.

Principal and Assistant Principal Surveys - Responses were received from 28% of the elementary school administrators and 57% of the secondary school principals and assistant principals.

Limitations

The challenge of providing a comprehensive and accurate program evaluation was in developing the evaluation design and instruments in a manner that would ensure that results could be generalized to reflect pertinent issues concerning the language program in the Albuquerque Public Schools. Since information from parents, teachers, and administrators was to be obtained from opinion surveys, it was necessary to gain a perspective of the various components of the language program by involving the Modern and Classical Languages Curriculum Coordinator and language teachers at the onset of the evaluation process. All surveys were customized to reflect issues related to the specific population being surveyed. Respondents were encouraged to add their own comments and to expand on items included in the surveys. All responses were analyzed and analyses are included in the appropriate sections of this report.

SECOND-LANGUAGE STUDY IN ELEMENTARY AND SECONDARY SCHOOLS: AN OVERVIEW

There has been much concern during the past decade about the nature of second-language teaching practices in our elementary and secondary schools. Second language instruction has benefited from national discussion regarding the study of foreign languages in the U.S. educational system. The issues vary from policy statements that strive to justify the place of languages in the curriculum to more pragmatic studies dealing with pedagogical issues. The following statements encapsulate major findings from several of the most prestigious studies conducted.

Americans generally lack foreign language competence, and their exposure to foreign languages in the United States is inadequate. Foreign language instruction is deficient in both quality and quantity, and although there are indications of improvements in both areas, it will be many years before the effects of improvement are clear. The consequences of generalized language incompetence include an international trade gap and threatens (sic) both short- and long-term economic stability, inadequate intelligence and international communication that threaten national security, and cultural isolation. The first step toward becoming a language-competent society is a commitment to language study at all levels of the school system, using the institutionalization of languages and culture study to improve language and cultural attitudes.

The Need for Foreign Language Competence in the United States. Office of Educational Research and Improvement, Washington, D.C., November, 1986.

Second language instruction should both teach the mechanics of writing in the target language and stress that writing builds critical thinking skills and ultimately produces more proficient writers in both native and second languages.

Building Critical Thinking Skills thorough Writing in the Foreign Language Classroom. Northeast Conference on the Teaching of Foreign Languages, 1986.

An emerging consensus places the study of foreign languages and cultures alongside the five Basics of English, mathematics, computer science, social studies, and the natural sciences as fundamental components of a sound education.

Critical Needs in International Education: Recommendations for Action. National Advisory Board on International Programs, 1985.

With regard to the role of age in the acquisition of other oral skills needed for basic communication, studies have found that in the initial stages, older children and adults proceed through syntactic and morphological development faster than younger children. However, after 2 to 3 years, children beginning second language acquisition before puberty achieve higher proficiency levels than individuals beginning as adolescents or adults. Thus in the long run, prepubertal children are the best acquires of the basic second language skills needed for interpersonal communication.

Academic Achievement in a Second Language. TESOL Quarterly, 1989.

- Private Aleksander Kruglov of the Soviet Army, wanting to defect, took refuge in Kabul, Afghanistan. Of our 18 staff members in that embassy, none spoke fluent Russian. After enduring three days of pidgin Russian and sign language, Private Kruglov gave up and returned to the Soviets.

- Speaking for the first time to Peruvian leaders, an Agency for International Development officer assigned to that country struggled to convey his embarrassment for his poor Spanish. The Peruvians were visibly astonished by his message; due to his choice of words not directly translatable, the officer was apparently complaining about being pregnant (embarasado).

- Sputnik should not have come as a surprise to us. The satellite's development was described in advance in a Soviet publication. But, while German, Japanese, and Russian scientists read our journals in English immediately, U.S. scientists must wait months for translations of those countries' journals.

- A Japanese businessman, recently asked by an American which language was most important for world trade, replied, "My client's."

Are Languages Making a Comeback? Principal, 1983.

MODERN & CLASSICAL LANGUAGES IN THE ALBUQUERQUE PUBLIC SCHOOL

The Albuquerque Public School District offers second language instruction from kindergarten through the twelfth grade. The program consists of the Elementary Spanish Program, middle school program, and high school program. The Elementary Spanish Program began in 1985 with 22 schools. The ESP program is basically an in-house Spanish language program that emphasizes oral language proficiency. The middle school program offers Spanish and French courses as elective semester or full year courses or as a nine-week course as part of the required exploratory track. The high school program offers full year courses in Spanish, French, German, Latin, Italian, Russian, Japanese, and Chinese.

M&CL Program Philosophy

A philosophy for the Spanish component of the M&CL program in APS was developed in 1965. In 1981, a committee composed of the District Coordinator and teachers of several languages from the middle and high schools revised the philosophy and expanded it to include the general study of a second language. The program philosophy is stated in the M&CL section of the 1989 APS High School Curriculum District Essentials and Guidelines ("yellow book").

> *In today's shrinking world, effective communication is of paramount importance. The taking in of the reality around us and the transmittal of our individual interpretations of this reality form the basis of communication, and is done largely through language, which is a highly symbolic system, unique to humankind. Knowing one's native language well is crucial to thinking and abstracting. Learning through contrast is highly effective. Therefore, learning another language has a positive impact on the strengthening of the native language to say nothing of the personal and utilitarian assets that accrue.*

History of the M&CL Program in APS

Prior to 1981 there was an eighteen-year period with no APS district language program coordination. Much autonomy was exercised by school personnel in program development, selection of materials, and implementation. No attention was paid to developing a standardized district program or to the needs of students in a district with a high mobility rate. The M&CL coordinator position was reinstated in 1981 to provide leadership for the M&CL program which consisted of only the secondary level program. The person first appointed held that position for one year before retiring after a lengthy career with the school system. A new coordinator was named, and during the following six years, her efforts were geared toward standardization and expansion of the secondary

M&CL curriculum, and toward providing inservice activities to promote communication and solidarity among the language teachers. In 1985 the Elementary Spanish Program was added to the APS curriculum.

Based on extensive field studies, the Center for Applied Linguistics (Rhodes, 1983) describes the characteristics of an effective coordinator in the following terms:

> *A good foreign language program has a coordinator at the district level--the prime mover, advocate, trouble-shooter, silent partner, facilitator, promoter. This specialist regularly visits schools and classes, keeps close to each school's administrator and teachers, and ensures that the program reflects community needs.*

Recognition of the APS M&CL Program

The Albuquerque Public Schools' M&CL program was recognized by the Southwest Educational Laboratories (SEDL) as one of 12 outstanding second language programs in the southwestern region of the United States. Their study was conducted with funds from the National Institute of Education during 1983 and 1984. The high school programs were chosen from public and non-public schools and were selected by a peer nomination process (SEDL Executive Summary, 1983). The sites selected represented a wide range of program types but all exhibited similar attributes characterizing a successful foreign language program. The Elementary Spanish Program was recognized in 1986 by the New Mexico Research and Study Council for "improving the educational climate in the State of New Mexico."

Curriculum Development

The Elementary Spanish Program teachers developed curriculum guides and supporting instructional materials. High school guides were developed in 1981. In 1987, a district-wide committee of middle school teachers was organized to develop middle school curriculum guides in Spanish. Since then, the process has been replicated for French. These guides are scheduled to be released in 1990. District-wide directives which address the dissemination of such documents will be followed in order to ensure successful implementation of the Guides.

The first district-wide textbook adoption was accomplished in 1984 for the middle and high school levels, providing a textbook for every student. Prior to this many of the middle school programs were conducted with only classroom sets of textbooks. Also adopted were state-of-the-art support materials such as audio programs and corresponding workbooks. The textbook adoption was carried out by a district-wide committee of teachers representing middle and high schools and each language taught. This committee provided the first forum for communication among language teachers in many years.

Also contributing to enhanced communication among language teachers was the founding of the Albuquerque Language Teachers Association (ALTA) in 1983. The Albuquerque Public Schools' M&CL Coordinator was founding president. The community of second language teachers in Albuquerque began to come together as a group of professional educators with shared concerns and common goals.

Curriculum Guides for the high school levels were developed in 1983 for six languages. This process provided an initial attempt to coalesce divergent perspectives on practices including methods and materials. It was not yet possible to develop broad goal statements which would encompass the variety of philosophies represented in the district. Instead, the Coordinator and teachers developed "Student Performance Outcomes" for each level and language. Currently, existing Guides are being revised, district goals are being formulated, and new guides are being developed for courses that have been added since 1983.

The M&CL Teachers

During the 1988-89 school year, the M&CL teaching staff was composed of 146 teachers K-12: 27 elementary Spanish teachers; 26 middle school teachers; and 93 high school teachers. All language teachers were certified by the New Mexico State Department of Education for their respective levels (elementary or secondary) and endorsed in the language(s) they were teaching or emergency waivers had been granted by the State Department of Education when endorsed personnel were not available (e.g., for the Career Enrichment Center (CEC) teachers of Japanese and Chinese).

The majority of language teachers reported affiliation with one or more professional organizations in their field (77% elementary; 89% middle school; 83% high school). These organizations include the Albuquerque Language Teachers Association (ALTA); New Mexico Organization of Language Educators (NM OLE); American Council on the Teaching of Foreign Languages (ACTFL); American Association of Teachers of Spanish & Portuguese (AATSP); American Association of Teachers of French (AATF); and the American Association of Teachers of German (AATG).

Activities that Enhance the M&CL Program

Extracurricular activities are viewed by program personnel as adding an extra dimension that contributes to the vitality of the program and to providing additional learning opportunities for teachers and students alike. Extracurricular activities are also important as a means of maintaining public relations and creating public awareness of the program's activities and accomplishments, both within the district and the community. Extra-curricular activities include those that are school-based and involve students at a given school; others are program-based and involve students throughout the district.

School-based extracurricular activities vary from school to school and include language clubs, foreign exchange programs, field trips, and multicultural events. Recent program-based activities include a week-long series of events known as "Language Expo", sponsored by ALTA in celebration of National Foreign Language Week. Language

Expo has been very successful and boasts wide teacher, student, and parent participation. The event has been recognized by the Mayor of the City of Albuquerque and the Governor of the State of New Mexico in special proclamations of "Language Study Week." The week of celebration includes a keynote address by a well-known foreign language educator, ongoing viewing of a variety of foreign films, dissemination of career information, receptions sponsored by textbook publishers, display of student artwork, and a variety of presentations by students. Another well-received program-based activity is the annual spring celebration "Día de la Hispanidad", sponsored by the local chapter of the American Association of Teachers of Spanish and Portuguese. A certificate of recognition is presented to each student who participates in these program-based activities.

THE ELEMENTARY SPANISH PROGRAM

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ELEMENTARY SPANISH PROGRAM

Program Goals and Philosophy

The Elementary Spanish Program (ESP) has been in existence since 1985. The ESP curriculum guide, the blueprint for the program, was developed by the ESP teachers and included a program of monthly staff development sessions. The ESP Curriculum Guide is prefaced with the following statement reflecting the ESP goals and philosophy.

> ***Every pupil in the elementary grades should be allowed to learn to speak a second language. It is to this end that the Elementary Spanish Program has been developed and implemented in the Albuquerque Public Schools.***

To launch the program, a video tape was developed in a joint project between the Modern and Classical Languages program and District Library Media Services. The video was aired at each school site and served to articulate the goals, objectives, and philosophy of the ESP. It is still being used today to inservice new ESP teachers, new cooperating teachers, new administrative staff at ESP sites, and interested community members or special interest groups.

What the Elementary Spanish Program is *not*!

The Elementary Spanish Program is not a "pull-out" program. A group of twenty advisors composed of the M&CL Coordinator, classroom teachers, bilingual specialists, principals, and parents met to design the implementation process for the ESP. In keeping with current trends in elementary language instruction, a desired feature was the avoidance of "pull-out" programs (Soo Hoo, 1988). The preferred mode of instruction was to have the language teacher come into the regular classroom allowing the regular classroom teacher the opportunity to learn Spanish and participate with the ESP teacher in a team-teaching situation. An added benefit of this model was to avoid the monetary burden of providing a classroom for the ESP teacher, thus making it easier to implement the ESP.

Problems have surfaced for the ESP teachers as they have traveled to the various classrooms within their schools. After four years of program implementation using the model in which ESP teachers deliver instruction in as many as 12 different classrooms in one day, it is understandable that 35% of the ESP teachers expressed a strong desire for their own classrooms. It should be understood that ESP teachers carry all their instructional materials with them from classroom to classroom to present the Spanish lessons. It is evident that cooperating teachers prefer the existing mode of delivery since 95% reported that having ESP teachers come into their classroom was a strong aspect of the program. Sixty-five percent of the ESP teachers also considered the "in-house" itinerant model to be a strong point of the ESP as did 91% of the principals.

Student Participation in the ESP

Participation in the ESP program is generally school-wide. This is considered a strong aspect of the program by 83% of the ESP teachers, 90% of the cooperating teachers, and 79% of the principals. Because of the broad student involvement, the program has an impact on the total school environment. On the other hand, ESP teachers related that their time is spread so thin over the total school population that students in some instances receive only two Spanish lessons weekly.

During the 1988-8[0] school year, 26% (10,418) of the total APS elementary student population participated in the Elementary Spanish Program. Participation by grade is as follows:

ALBUQUERQUE PUBLIC SCHOOLS
Elementary Spanish Program
Participation by Grade Level
1988-89

Grade Level	APS Population	Number and Percentage of APS Students Participating in ESP
Kindergarten	7,099	1,460 (20%)
Grade 1	7,457	1,786 (23%)
Grade 2	6,912	1,784 (25%)
Grade 3	6,556	1,924 (29%)
Grade 4	6,044	1,754 (29%)
Grade 5	5,913	1,710 (30%)

Schools Participating in the Elementary Spanish Program

The ESP program began in 1985 in 22 participating schools with instruction offered from kindergarten through the fifth grade. The table on the following page lists the schools participating in the Elementary Spanish Program, the years in which each has participated, and the grade levels included in the program.

ELEMENTARY SPANISH PROGRAM
Participating Schools by Grade and Year

	1989	1988	1987	1986	1985
Arroyo del Oso	2-5	K-3	K-3	K-3	K-2
Bandelier	-	K-5	K-5	K-5	K-5
Comanche	K-5	K-5	K-5	K-5	K-5
Cochiti	K-5	K-5	K-5	K-5	K-5
Chaparral	K-5	K-5	K-5	K-5	K-5
Corrales	K-5	K-2	K-5	K-5	K-5
Dennis Chavez	3-5	3-5	K-5	K-5	K-5
Duranes	-	-	-	-	K-5
Governor Bent	1-3	-	-	-	-
Hawthorne	-	K-5	K-5	K-5	K-5
Hodgin	-	1-3	K-3	K-5	K-3
Inez	K-5	K-5	K-5	K-5	K-5
John Baker	K-5	K-5	K-5	K-5	K-5
Kirtland	K-5	K-5	K-5	K-5	K-5
La Mesa	-	K-5	K-5	K-5	K-5
Longfellow	1-5	1-5	-	-	-
Los Padillas	K-2	K-2	K-5	K-5	K-5
Mark Twain	K-5	K-5	K-5	K-5	K-5
Matheson Park	K-5	K-5	K-	K-3	K-3
Mitchell	K-5	K-5	K-5	K-4	K-3
Monte Vista	K-5	K-5	K-5	K-5	K-5
Montezuma	K-5	K-5	K-5	K-5	K-5
Onate	1-5	K-5	K-5	K-5	K-5
Ranchos	K-5	K-5	K-5	K-5	K-5
Sandia Base	3-5	3-4	2-3	-	-
Tomasita	K-5	K-5	K-5	K-5	K-5
Valle Vista	-	-	-	-	K-2
Whittier	K-5	K-5	K-5	K-5	K-5
Zia	K-5	K-5	K-5	K-5	K-5
Zuni	-	K-5	K-2	-	-

What is the role of the classroom teacher in the ESP?

Whereas few regular classroom teachers actually work with the ESP teachers as team teachers, some participate by taking the role of co-learner with students in the classroom. This is an opportunity for monolingual classroom teachers to develop second-language skills in our bilingual community. APS has long been committed to bilingual education although teaching personnel in large part are not bilingual. Spanish language specialists were hired for the ESP to provide a high caliber of Spanish instruction and to provide a bilingual professional model for the regular classroom teacher.

It would be ideal for more classroom teachers to develop and deliver Spanish instruction with the ESP teacher or to participate in the class with their students. This arrangement is feasible since 87% of the cooperating teachers expressed a high level of familiarity with the ESP curriculum. Also 71% of the cooperating teachers expressed confidence in their knowledge about effective second-language instruction methods based on their observation of ESP teachers.

Cooperating teacher participation would maximize ESP instructional time by reducing the pupil-teacher ratio, providing a second Spanish-speaking role model in the classroom, and providing the cooperating teacher with strategies and content for follow-up work once the ESP teacher leaves the classroom. The ESP teachers make a concerted effort to plan and deliver lessons that reinforce the content delivered by the regular classroom teacher. Increased team planning between the regular classroom teacher and the ESP teacher would assist in meeting this goal.

Sixty-one percent of the ESP teachers reported that few cooperating teachers do follow-up activities on the ESP curriculum. ESP teachers acknowledge that regular classroom teachers do not feel comfortable with follow-up instruction. They suggested that cooperating teachers participate in the planning and implementation of ESP classes to help cooperating teachers to feel more comfortable with the ESP curriculum. This is consistent with reports from the cooperating teachers and principals: 63% of the cooperating teachers and 60% of the principals said that a weak aspect of the ESP is that classroom teachers are unprepared to reinforce the Spanish curriculum.

The ESP focuses on oral language development

To emphasize oral language development, the ESP Curriculum Guide, support materials, and staff development sessions have focused on methods and activities to achieve oral language proficiency. Oral language proficiency refers to the ability to communicate orally in the target language (in this case, Spanish). Strong emphasis is placed on maintaining the linguistic environment during ESP instructional time and encouraging students to use oral language meaningfully. This is consistent with goals expressed for other foreign language programs in elementary schools throughout the nation. The main goals are to attract students to foreign languages, to develop their basic listening skills, and to give youngsters exposure to the culture of the people and the country in which the language is spoken (Rhodes, 1983).

The Elementary Spanish program was designed to promote oral language proficiency based on the best and most current thinking in the profession (American Council on the Teaching of Foreign Languages, 1984). Within the Albuquerque Public School District, the importance of the oral language proficiency approach was validated by 100% of the ESP teachers and 93% of the cooperating teachers.

Traditionally, second language programs for older students have been based on the grammar/translation method. This is considered ineffective at the secondary level and is particularly inappropriate when dealing with elementary school-age children. Steven Krashen (1979) found that learners who began natural exposure to more than one language during early childhood generally achieved higher overall second-language proficiency than those who began as adults. Natural exposure refers to learning a second language much the same way that a first language is learned: by first listening, and then learning to speak. Krashen related that the best time for students to learn a second language is at approximately the third grade when a strong oral language base in the native language has been formed and literacy skills are developing.

The ESP Curriculum Guide

The ESP Curriculum Guide draws upon other elementary language curricula in the APS elementary program. The Curriculum Guide includes units that relate the child's life experiences to five themes: the individual child, festive occasions, family, school, and the community. The Curriculum Guide includes 48 lessons for the "Novice/Low" students (grades K-2) and 25 lessons for the "Novice/High" students (grades 3-5).

Although ESP instructional time is very limited, 70% of the ESP teachers reported that they cover more than half the curriculum guide and 35% of the ESP teachers cover more than 80% of the stated curriculum. It should be noted that covering the curriculum does not necessarily imply student attainment of language proficiency.

How is the Elementary Spanish Program taught?

Four major approaches are widely accepted in the United States for instruction in second-languages to elementary school-age students. (Gray, 1984) These approaches are differentiated by the goals of the program and the amount of time spent in the language. In general, in an immersion model, 80-100% of the instructional time is spent in the target language. In a partial-immersion program, 40-80% of the time is spent in the language being taught. In both immersion programs, content material (math, science, etc.) is delivered in the target language. The Foreign Language Experience (FLEX) approach encourages students to explore various languages by introducing them to basic structures, vocabulary, and to limited cultural content in several languages. The purpose of the FLEX approach is to provide students with exposure to help them make curricular choices at the secondary level. Foreign Language in the Elementary School (FLES) programs emphasize the development of cultural awareness, and of limited listening and speaking. In FLEX and FLES programs, limited amounts of time are spent in the target language. In both cases, the target language becomes a regular subject taught along with social studies, math, and science.

The APS Elementary Spanish Program follows the FLES approach

Three implementation models were originally developed by a team of teachers, administrators, and parents for delivery of instruction. These models have since evolved to accommodate students as they progress through the elementary grades. The program has also expanded to include additional grade levels. All models have the same curriculum. The exposure that students have to ESP curriculum differs among the various models. The ESP models and the percent of APS Elementary Spanish Program school sites implementing each model during the 1988-89 school year are presented below.

ELEMENTARY SPANISH PROGRAM
Program Implementation Models

Model	Description	Schools
Model I	(K-5, 4-5x/week)	14%
Model II	(K-5, 2-3x/week)	32
Model III	(K-2, 4-5x/week)	5
Combination		50

N Schools = 30

In most cases, schools have one assigned ESP teacher. At four schools, because of school size and a commitment to developing Model I (maximum instruction), 1.5 or more teachers were assigned during the 1988-89 school year. Chaparral and Monte Vista each had two teachers and Matheson Park and Kirtland had 1.5 teachers. The remaining 20 sites each had one assigned teacher.

Program personnel expressed concern that students were only minimally exposed to the ESP curriculum when the pupil/teacher ratio exceeded 200:1. Research indicates a strong correlation between time devoted to second-language study and degree of proficiency achieved by the student (Rhodes, 1984). According to the Foreign Services Institute, 150 hours of contact time are required to attain the minimum level of language survival skills (Stasheim, 1985). Maximum exposure in the ESP provides two and one-half hours per week, which amounts to 90 contact hours in a school year.

Sixty-four percent of the ESP teachers agreed that the amount of time scheduled for Spanish instruction is a weak aspect of the program. With only one ESP teacher per site, it is physically impossible to deliver 2 1/2 hours per week of Spanish instruction to more than 200 students. Still, 52% of the cooperating teachers indicated that they consider the amount of time scheduled for the ESP to be sufficient. Time used in the ESP program takes away time for other classroom activities. Integration of Spanish instruction with other content areas may minimize the perception that the ESP program and regular classroom work are mutually exclusive. A study regarding elementary Spanish instruction concluded that "deletion of time from arithmetic, language, and social studies had no detrimental impact upon measured achievement in the subject areas from which time was taken." (Leino, Haak, 1963)

Methods & Materials

The activity-based instruction used by the ESP teachers allows development of communicative oral skills without reliance on a student text. The following methodologies are listed in the order and frequency that ESP teachers reported using them.

PERCENTAGE OF ESP TEACHERS REPORTING METHODOLOGIES FREQUENTLY USED

Activity	% ESP Teachers
Songs	96%
Games	91
Listening Activities	86
Reading to Students	85
Role Playing	62

Widely accepted methodologies for developing first- and second-language skills in a contextualized setting include the use of songs and games that are relevant to students. Songs and games lend themselves to language development with young learners because of their repetitive nature and use of other phonemic devices such as rhythm patterns and rhyming structures. Games and songs are used as multi-sensory classroom activities because the children can act out the words in a context that they can relate to. This approach is also highly motivational and keeps the students engaged. Parents reported that their children enjoy and retain the games and songs. The children are teaching their siblings what they have learned in their Spanish classes.

Reading to students is widely accepted as a means of developing interest in language, which is a key factor in the reading process. It serves as a model for excellent language provided by a speaker who is highly proficient in the language (the ESP teacher). The teachers often make reading to the students more interactive by pointing to the illustrations in the reading material and asking questions of the students as they progress through the text to check comprehension.

Sixty-two percent of the ESP teachers also reported that they frequently use role-playing techniques. This is a very appropriate activity for the second-language classroom in that it allows students to use the language they have been exposed to. Goodman and Goodman (1981) observed that "because language is social, most initial encounters with new languages are oral." Role-playing allows the teacher to set up a situation between two or more students with controlled vocabulary and structures. Students have the opportunity for meaningful exchanges at their level of language proficiency.

ESP teachers indicated that a variety of material and equipment is incorporated in their teaching. The eclectic use of classroom materials has been promoted and encouraged. Supplies, materials, and inservice topics on classroom activities are available to ESP teachers.

Seventy-eight percent of ESP teachers reported that the most frequently used materials were teacher-made feltboards and posters. This reflects the suitability of the feltboards and posters for the ESP lesson format and their adaptability to particular lessons. Posters and feltboards are portable and are a practical way to set up an instant environment when the ESP teacher enters the regular classroom to deliver Spanish instruction. Teachers also reported heavy use of both teacher-made and commercial storybooks from which they read to their students. It is widely accepted in the professional literature that reading to children is an effective way to promote interest in various aspects of language such as verbal expression and literacy. Teachers stressed the need to reinforce the oral language being developed with reading and writing experiences. Fifty-two percent of the ESP teachers rely on teacher-made handouts and worksheets. The ESP teachers perceived that student learning needs have gone beyond those provided for by commercial support materials.

The use of realia (one's own authentic artifacts such as menus, train schedules, product containers, etc.) in a second-language classroom is a highly desirable practice that has been encouraged among the ESP teachers in the inservice program. Because of their travels, specialized training, and networking, the teachers have many instructional resources that they share with each other. Fifty percent of the ESP teachers reported frequent use of realia.

Listening centers independently engage students in modified interactive listening activities. The voice on a cassette leads the student through the material by reading the material, asking the student questions, and inviting the student to read aloud. The availability of commercial Spanish materials of this sort is minimal, although 67% of the ESP teachers reported that they would like to use listening centers. A teacher-made listening center requires that teachers devote a substantial amount of time to the development of materials. In addition, listening centers require other resources not readily available, such as tape recorders, cassette tapes, multiple copies of the materials being read, and precious classroom space to set up the listening center.

Ninety-one percent of the ESP teachers reported the use of teacher-made duplicated handouts or worksheets. Based on classroom observations, a typical class session includes oral activities, reviewing materials already learned, the presentation of new material, and a follow-up activity for independent practice. The follow-up activities sometimes include handouts or worksheets designed to reinforce the new concept introduced. This type of follow-up activity serves to support the development and retention of language skills by engaging the auditory, visual, and kinesthetic modes of learning.

Most ESP teachers (69%) indicated that they use teacher-generated resource materials. The design and development of materials is strongly encouraged. Since the adoption of the materials currently in use, commercial publishers have been very responsive to developing materials that meet the needs of elementary Spanish programs. In fact, in the past several years, materials from three different publishers have been piloted in the ESP.

Should students be graded?

Over half (52%) of the ESP teachers support the concept of giving grades for Spanish in the upper levels (4th & 5th). One reason may be that grades tend to legitimize second-language study at the elementary level. This was consistent with the view of 66% of the cooperating teachers who rated giving grades for Spanish at the upper levels as a strong aspect of the program. Language programs have long been considered "add-ons" and not a vital component of the curriculum. The absence of grades may be interpreted as supportive evidence of that position.

Forty-four percent of the ESP teachers disagreed with giving grades for Spanish in the upper levels. Most of the ESP teachers deliver services to more than 200 students a week. Regular classroom teachers typically prepare report cards for no more than 30 students. Some ESP teachers are philosophically opposed to giving grades at the elementary level. Krashen (1981) theorizes that second-language acquisition is maximized when the "affective filter" is down (when one is in a relaxed, low pressure atmosphere). The pressure of getting grades may serve to raise the affective filter and by that impair the students' ability to learn a second language. Some teachers also maintain that after seeing a student for only one hour a week, it is not possible to assess student achievement for purposes of reporting progress. Teachers prefer to use limited instructional time to teach students rather than to test them for purposes of accruing test scores for report cards.

ESP Language Proficiency Test

A strong aspect of the ESP has been the teacher-developed criterion-referenced oral language pre/post testing program. The tests were administered each fall and spring respectively for the first three years of the program. The test was designed to provide information about how much of the curriculum had been internalized by a sample population of students. The tests also provided information to guide program personnel in revising the ESP curriculum.

Included in the support materials developed by the original ESP team during the fall of 1984 was the criterion-referenced test. Due to fiscal constraints, only one form of the test was developed. The test has been field tested, modified, and in use since fall 1986. Elements of the Oral Proficiency Interview (OPI) were included in the test. The OPI was designed by the American Council of Teachers of Foreign Languages as a structured conversational exchange between the learner and the tester.

The APS ESP test has been administered regularly to 2nd through 5th grade students. Each year a matched population is selected randomly from each grade level. A minimum of 10 students from each grade level at ESP sites are tested. The test is individually administered to students. Administration time varies from 15-30 minutes depending on the student's degree of oral proficiency.

To maximize objectivity in the test administration process, a system was devised by which ESP teachers administer the test to pre-selected ESP students in schools other than the one to which they are assigned. The tests are scored on site by the teachers. Raw data is given to PRA where it is analyzed and subsequently shared with the ESP teachers at staff development sessions.

ESP Test Procedures

ESP teachers meet before the test to review administration techniques and scoring criteria to maximize consistency. The ESP test evaluates students' ability to communicate about general topics including social amenities, the family, parts of the body, clothing, animals, classroom objects, following directions, house items, house rooms, foods, transportation, general questions, numbers, and colors.

Each item has a production and comprehension component. The test administrator provides the student with an oral or visual cue. The student is given the opportunity to respond. Depending on the student's response, the student earns either a production or comprehension credit.

Limitations of the ESP Test

A major concern of teachers regarding the ESP test was the amount of time required to give the individualized oral tests. The two-week time span allotted at both the beginning and end of the school year for the pre- and post-tests disrupts ESP instruction. Another weak aspect of the testing program was that the instrument developed at the inception of the program has been in use for three years. The test should be revised to evaluate the expanded scope of skills now instructed and to increase the item pool. It also can be assumed that after four years the students participating in the program are becoming "test-wise" though not all students take the test every year.

Although not widespread, some ESP teachers revealed inconsistencies in administering and scoring the tests. For example, differences were noted in individual interpretation of acceptable answers for comprehension credit or production credit. In addition, some teachers were found to make errors in marking the computerized answer sheets. In an attempt to resolve this concern, continued inservice prior to administration was delivered to minimize the occurrence of scoring complications. There have also been consistent complaints on the quality of the visuals that are used for language stimuli on the test. New testing materials should be developed incorporating improved visuals.

Program personnel were also concerned that students were not tested on the ESP test in a manner similar to how they are taught. During ESP instruction, the interaction is generally between the teacher and the whole group or small groups, in a classroom setting. The ESP test was administered in a private, one-on-one situation, where the students were pulled out of their regular classroom environment. Considering all aspects of the ESP pre/post testing program, 70% of the ESP teachers consider the testing to be an important aspect of the program. Forty-six percent of the cooperating teachers and 76% of the principals agreed.

Reinforcement of the Regular Curriculum

In developing the ESP curriculum, teachers examined existing curriculum guides in reading, math, social studies, language arts, health, and science. Important themes were identified in these core curriculum subjects and incorporated into the ESP Curriculum Guide. Other key documents consulted in the development of the Guide included the New Mexico Elementary Competencies Guide, and the American Council on the Teaching of Foreign Languages Guide. The curriculum is refined and expanded on a yearly basis reflecting the results of the previous year's test data and teachers' experience in meeting student needs. The ESP delivery system strives to facilitate communication between ESP teachers and regular classroom teachers, since the ESP teacher goes into the regular classroom and the classroom teacher participates in the ESP activities. Therefore, the link between the ESP and the rest of the curriculum is promoted. The opportunity for constant teacher interaction allows the ESP teachers to adapt the ESP lessons so that they are congruent with other lessons and activities taking place in the regular classroom.

Seventy-eight percent of the ESP teachers expressed confidence that the ESP curriculum reinforces the regular curriculum. Forty percent of the cooperating teachers and 76% of the principals agreed that the ESP program reinforces the regular curriculum. When curriculum revisions take place, emphasis should continue to be placed on content area integration.

Research supports the study of a second language in reinforcing the regular curriculum especially in the development of first language skills. It is desirable to start second-language study at an early age to maximize proficiency. There is also evidence that early acquisition of second language can positively influence the structure and function of thought in the first language and enhance intellectual development (Ginsburg & McCoy, 1981).

Impact of the ESP on the Core Curriculum

After the first year of implementation, regular classroom teachers at participating ESP sites expressed concern that time spent on Spanish instruction might negatively impact on student performance in reading and mathematics (Seidenwurm, 1985). Nearly all the ESP teachers (91%), however, agreed that there has been a transfer of student skills developed through ESP to core curriculum subjects. To determine the impact of the ESP program on the core curriculum, a longitudinal study of test scores from standardized tests in reading, language, and math. The study compared the performance of ESP students with that of non-participating students at the third and fifth grades. Longitudinal studies demonstrate how students perform who have experienced a sequential instructional program at their schools.

Analysis of CTBS Results

The longitudinal study analyzed the progress of students at ESP schools and at non-participating schools as assessed by the Comprehensive Tests of Basic Skills (CTBS). The study compared test results for matched groups of students who took the test as third graders and were still in the same school as fifth graders. ESP schools chosen for inclusion in this study were selected if they had had the ESP program at the third and fifth grades for the years included in the study and were not participating in the Bilingual Program. Non-ESP schools were selected if they were not participating in either the Elementary Spanish Program or the Bilingual Program.

The table on the following page demonstrates how ESP and Non-ESP students performed on the CTBS in Total Reading, Total Language, and Total Math when they were third graders and again in the fifth grade. The data demonstrate that participation in the ESP program did not have a negative impact on the learning of "basics" by these students as demonstrated by their performance on the CTBS.

Local data is consistent with that of a study conducted in Louisiana (Rafferty, 1986) that demonstrated that students enrolled in foreign language classes outperformed students not taking foreign languages in the third, fourth, and fifth grade language arts sections of the Louisiana Basic Skills Tests where student groups were matched for sex, race, and grade levels. Rafferty concluded that, "the study confirms what educators have been speculating about for years, foreign language study at the elementary school level improves students' abilities in English language arts." The study further concluded that "beginning as early as the third grade, second languages study facilitates the acquisition of English language skills . . .by the end of the fifth grade, foreign language students were outperforming their non-foreign language peers in math skills as well as in English skills."

CTBS LONGITUDINAL DATA

The first observation evident in the analysis of the CTBS longitudinal data is that students consistently scored from 17-33 percentile points above national and local norms. The highest observable difference between ESP and non-participating students was in the Reading test. Elementary Spanish Program students gained eight percentile points between the third grade and fifth grade while non-participating students gained six percentile points. In all other subtests students from both groups gained at approximately the same rate. These data are consistent with research conducted in a series of replicated studies of Canadian French/English bilingual programs showing that not until after three years of second-language instruction, did the elementary school children with two languages begin to outscore their monolingual counterparts. The differences between the two groups increased progressively with additional years of second-language studies. (Lambert & Tucker, 1972)

CTBS LONGITUDINAL COMPARISON
Elementary Spanish Program (ESP)
and Non-ESP (NESP)
Third and Fifth Grade Students
by Percentile

	1986 3rd Grade		1988 5th Grade	
	ESP	NESP	ESP	NESP
Reading	67	67	75	73
Language	76	76	78	78
Math	82	80	83	82

1986 ESP N Ss = 862
1988 ESP N Ss = 876

1986 NESP N Ss = 1175
1988 NESP N Ss = 1184

How are CTBS and ESP test data used?

Data concerning the CTBS and the ESP tests are routinely shared with program personnel. It is equally important that this information continue to be conveyed to the Board of Education, administration, faculties at the ESP sites, and parents of participating students. Although 76% of the principals recognized the ESP as reinforcing the regular curriculum, only 39% of the cooperating teachers acknowledged the role of the ESP in augmenting the general curriculum.

Positive Influences of the Elementary Spanish Program

As the table on the next page suggests, the general perceptions reported by the elementary personnel regarding the influences of the ESP were very favorable. ESP teachers, cooperating teachers, and principals rated the development of memory or retention as the area most positively influenced by the ESP. Learning any language requires a certain amount of memorization of vocabulary and basic structures such as word order and verb usage. ESP teachers designed the curriculum so that vocabulary and structure would be incorporated within a variety of activities that promote meaningful communication. Simple rote memory exercises are discouraged and instead meaningful contextual experiences are emphasized.

It is not surprising that both listening skills and Spanish oral language skill development were rated very highly among the respondents. These two skill areas are closely related. As Spanish use is modeled in a meaningful context by the ESP teachers, it is expected that students will accept and eventually use the language.

PERCENTAGE OF ESP TEACHERS, COOPERATING TEACHERS, AND ELEMENTARY PRINCIPALS REPORTING PERCEPTION OF POSITIVE INFLUENCES OF THE ELEMENTARY SPANISH PROGRAM

	ESP Teachers	Cooperating Teachers	Elementary Principals
Self-Concept	87%	71%	86%
Cooperation	87	82	81
Self-Confidence	100	75	86
Spanish Oral Skills	100	81	95
Listening Skills	96	90	91
Following Directions	96	82	86
Memory	100	87	91
Attention Span	91	77	60
Attitude toward Spanish and Spanish Speakers	96	71	90

Respondents agreed that the ESP contributed to developing a positive attitude toward Spanish and Spanish speakers. Instruction is based on meaningful activities that allow students and teachers to meet the linguistic objectives of a particular lesson. Based on sound pedagogy, the activities are designed so that student participants can meet with success. Respondents recognized that self-concept is enhanced by student participation.

Middle School Placement Procedures

At present, there is no formalized placement procedure for students who have participated in the ESP as they enter the Spanish program in middle school. The District Coordinator agrees with 35% of the teachers that there is a need to develop and implement a procedure that would ensure appropriate placement according to the students' linguistic ability in Spanish.

ESP teachers offered several suggestions concerning the placement of students in the middle school Spanish program. Teachers suggested a screening procedure that would consider ESP post-test results and years of participation in the ESP for placing students in the middle school Spanish program. Since the current ESP test does not include all ESP students, a more comprehensive screening procedure could be developed for the transition from elementary to middle school Spanish programs. This implies that a sixth grade student could be placed in an advanced Spanish class. The question then becomes what Spanish course the student should take as a seventh and eighth grader before making the transition to high school. Program personnel suggested that the middle school should provide those students who have advanced linguistic ability in Spanish the flexibility to enroll in classes that are challenging.

Respondents suggested that meetings or school visitations between ESP teachers and middle school Spanish teachers could be considered an ideal process for initiating articulation efforts. ESP teachers noted that middle school Spanish teachers must be made aware of the ESP, its curriculum, and its approach to language development.

Parental Support of the ESP

Seventy-eight percent of the ESP teachers rated the support demonstrated by parents to be a strong aspect of the program, as did 69% of the cooperating teachers. Most of the ESP teachers have developed some sort of vehicle for communicating with parents of their students. Parental support is evidenced through community participation in events to promote second-language and culture, such as the Language Expo and the spring festivals held at most ESP sites.

The District Modern & Classical Languages Department has plans to organize an ESP Parent Advisory Council for which many parents have volunteered to take part. The majority of principals (86%) not only rated the attitude of parents to be a strong aspect of the program, but 86% also agreed that parents demonstrate support for the program. ESP teachers provide a vital link between the school and community by providing Spanish language and cultural expertise in communities with large Spanish-speaking populations. In addition, ESP teachers assist with communications between monolingual school staff and Spanish-speaking parents. Further opportunities for rapport are also established during the parent/teacher conferences when ESP teachers review student progress in the program.

Parents of students participating in the ESP were asked to respond to an opinion survey regarding their kindergarten through fifth grade students. Nearly all the respondents (84%) indicated that their students demonstrated positive attitudes toward Spanish instruction. Three-fourths of the parents reported that their children use Spanish at home and 67% of the parents noted that they help their child with Spanish at home. These findings are consistent with 84% of the parents who agree that learning Spanish is important. Most parents (61%) also reported that their childrens' attitudes toward the Spanish language had improved. Over one-third of the parents reported their childrens' attitudes toward Spanish-speaking people have also improved.

Most of the parents (91%) believe that the ESP should be continued. Over half the parents said that the program should be expanded at their child's school and that the ESP should be in all elementary schools. Eighty-three percent of the parents agreed that the Spanish lessons their children are now participating in will be useful to them in the future. Approximately one-half of the parents (53%) indicated that their children will enroll in Spanish in middle school.

Sixty-two percent of the parents indicated that the grades their children had earned in Spanish agreed with their perception of the child's ability. Seventy-six percent of the parents indicated that they would like to learn more about the Elementary Spanish Program at their child's school. During the school year, the Coordinator responds to many inquiries from parents of participating ESP students and from parents who would like to have an ESP at their school. Over one-third of the parents reported that they had observed Spanish being taught in their child's school.

Support of the Program by APS

Nearly all principals assigned to schools with an ESP program (91%), 79% of the cooperating teachers, and 74% of the ESP teachers reported that they believe the schools have demonstrated positive and supportive attitudes toward the ESP. In the last four years, however, teacher mobility within the ESP school sites may have contributed to the perceived attitude by one-fourth of the ESP teachers that the schools do not support the program. ESP teachers feel demoralized because the existence of the program and therefore their livelihood is threatened as district programs are scrutinized for budget cuts. This may explain the ESP teachers' perception that the District is not totally supportive of the program.

The data demonstrated that 96% of the ESP teachers and 86% of the cooperating teachers perceived that principals support the ESP. All the principals agreed that they strongly support the Elementary Spanish Program. The data also confirmed that there was good rapport between ESP teachers and principals.

Fifty-one percent of the ESP teachers perceive that the attitude of District administrators toward the program is weak. Fifty-one percent of the cooperating teachers were unable to assess the attitude of the administrators toward the program. Whereas 60% of the principals agreed that the APS administrative attitude toward the program is positive, 30% view it as weak. ESP teachers have been threatened by program cuts and elimination of their positions. Twenty-three percent of the ESP teachers responded that they don't know the extent to which the APS administration supports the program. The

APS Board of Education philosophically upholds the program, though administrative actions contradict this. Over one-fourth of the ESP teacher-respondents expressed confidence in the administration since, in spite of consistent threats, the program continues to exist.

Seventy-four percent of the responding ESP teachers expressed a high level of confidence in their principals' knowledge about effective language instruction. When the ESP was originally implemented, school principals and their staffs applied to the Modern & Classical Languages to have the ESP at their school site. From all those that applied, sites were selected for the program. This meant that wherever a program was implemented there was a high level of commitment by school administrators, faculty, and community. Fifty-two percent of the principals expressed confidence in their ability to observe ESP teachers and classes based on their knowledge of second-language instruction.

District Budget for the Elementary Spanish Program

When the directive was first given in the spring of 1984 to implement the ESP, forty full-time-equivalent (FTE) positions were allocated. Due to the unique nature of the program, only twenty-two qualified teachers were found to meet all the criteria. The following year, an additional eight teachers were hired. This also coincided with the fiscal constraints that APS began to experience. In 1988-89, the program operated with only 27 FTE's. Three teachers left the program over the summer of 1988 and due to the personnel freeze, the positions were not filled. (Note: This number was reduced to 13.5 positions for the 1989-90 school year, one of which was not filled.)

Although the ESP teachers are school-based 100% of the time, their allocations are a line item in the budget of the Assistant Superintendent for Instructional Services and Curriculum Development. Participating ESP schools are thus receiving an above-allocation FTE with each ESP teacher(s) assigned to them. A minimal budget of $4,500 for instructional supplies is disbursed by the M&CL Coordinator to all 24 participating ESP sites. Most ESP teachers (86%) and principals (68%) agreed that the district budget for the ESP is inadequate. Principals commented that the ESP program needs a financial commitment by the District. The uncertainty and insecurity of the future of the ESP causes some good teachers to leave the program and may prevent otherwise qualified teachers from applying.

Improving the Elementary Spanish Program

Teachers were asked to provide suggestions for improving the ESP. The most frequently mentioned suggestion was that more teachers were needed to maintain the goals of the ESP, expand the program within the schools, and extend the program to all elementary schools in the APS district. Teachers suggested that the ESP should provide daily Spanish instruction to all students.

The ESP teachers and cooperating teachers strongly felt that APS needs to make a stronger financial commitment to the ESP. The teachers expressed the need for the Board, regular classroom teachers, and the public to support the program and expressed anxiety because the program's existence has been threatened during the budget building process. In the 1989 "Budget Process Input Surveys" (Robinson & O'Neal, 1989), 52% of

the teachers district-wide reported that it was important to maintain the ESP as did 54% of the parents who were surveyed. This level of response among the district-wide respondents was particularly significant since the program is currently serving approximately one-third of the elementary schools.

ESP cooperating teachers suggested that the curriculum needs to be more varied and to provide more conversational opportunities for students especially at the upper grades. Another issue identified by cooperating teachers is that of providing a substitute teacher when the ESP teacher is absent. Substitutes should be proficient in Spanish and familiar with the ESP.

The Future of the Elementary Spanish Program in APS

During the 1988-89 school year, 10,418 students were served at 24 sites by 27 elementary Spanish teachers. Due to budget cuts that took place during the spring of 1989 (after data for this report was collected), it is projected that the ESP will be able to serve approximately 4,500 students with 13.5 teachers at 12 sites during the 1989-90 school year. 13.5 FTE's were cut from the ESP budget during the spring of 1989, effectively cutting the program in half. To continue offering Spanish curriculum at the elementary level, the M&CL Coordinator suggested exploring several possible courses of action, including:

A. Affirmation of district commitment to the existing program and reinstatement of the 13.5 FTE's that have been cut. Expand the ESP to additional schools which want to implement it.

B. Continuation of the current level of funding so that the program may be maintained at its current level.

C. Study of school-level support for limiting ESP instruction to grades 3-5.

D. Magnet Concept - Identify an ESP magnet site within each quadrant of the city. The program emphasis would be on communication, literacy, and would have an international flavor. Presently, the second language taught would be Spanish with possible expansion to other languages as community interest grows. Precedents exist in APS using this magnet concept at Longfellow and Zuni Elementary schools.

E. Cluster Concept - Identify potentially strong middle school M&CL programs. Place the ESP at elementary schools which feed into these middle schools so that identified clusters within APS have an articulated K-12 Spanish program.

F. Combination Magnet/Cluster Concepts - Expand the Cluster Concept to include a magnet feature.

G. Semi-Immersion/Immersion Models-Schools may incorporate highly effective models of language development where partial or total segments of instruction are delivered in Spanish. Longfellow Elementary School has already expressed strong interest in implementing this model.

THE MIDDLE SCHOOL LANGUAGE PROGRAM

Description of Program 36

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THE MIDDLE SCHOOL M&CL PROGRAM

Description of Program

Twenty of the 23 APS middle schools offered Spanish or French courses during the 1988-89 school year. Contributing to the elimination of all language courses at three schools were the requirements imposed by the 1986 New Mexico School Reform Act. The Act also limited class loads in language arts classes to 135 students per teacher, which required more sections of language arts at all grade levels. This factor contributed to decisions by some school administrators at the smaller middle schools to delete languages from course offerings. During the 1988-89 school year there were no language courses offered at Polk (feeds into Rio Grande High School), McKinley (feeds into La Cueva High School), and Roosevelt (feeds into Manzano High School).

Divergence among Middle School M&CL Course Offerings

The disparity among language programs in middle schools was evident in that some schools offered 9-week exploratory (elective or required) courses at the 6th and 7th grades. Other middle schools offered a semester or year course only in the 7th or 8th grade. To further compound the differences in course offerings, some middle schools have opted to provide a full-year course at the 7th and 8th grades while other schools have non-sequential language courses. For example, a student may not have the opportunity to take a language in the 6th grade, only a semester in the seventh grade and again only a semester in the 8th grade. This does not provide the student with an adequate language base, and the student would have to start at the beginning level again in high school. The weak or non-existent program in some middle schools forces some students to postpone second-language instruction until high school.

The lack of a strong middle school language program may also have implications for second-language development. The research suggests (ADFL, 1983) that it takes approximately four to six years of continuous language study to develop functional proficiency in a second language. Recent research conducted by Horowitz (1988) showed that most learners have unreasonable expectations of what they will achieve during their years of language study. It is up to curriculum developers and implementers to respond to the existing body of research by offering students a sequential curriculum that will facilitate functional language skill development.

Need for Placement Procedure

The goal of having a sequential K-12 M&CL program is not realized because of the disparity in program offerings among the middle schools. Students who exit the fifth grade with as many as six years of Spanish instruction may enter the sixth grade and find that they are unable to continue their language studies or must begin again in courses with students who lack prior language instruction.

Results reported in a recent national survey of foreign languages in elementary and secondary schools revealed that the need for sequencing (articulation) of students from one level to the next is an area that needs attention nation-wide (Rhodes & Oxford, 1988). The authors note,

> *"It is wasteful of both human (teacher and student) and material resources for students having studied a language for up to six years to start again at the beginning when they reach secondary schools. School systems that offer foreign languages at any time in the elementary school should place a high priority on the development of a continuation plan for those students."*

During the 1988-89 school year, 74% of the APS elementary student population, K-5, began the development or maintenance of Spanish language skills in the Elementary Spanish Program or the APS Bilingual Program. APS could demonstrate continued commitment to the development of second-language skills by ensuring that adequate language offerings are made available to middle school students.

Parents of middle school students enrolled in language classes also shared their expectations for a sequential language program. More than three quarters (79%) of the middle school parents expressed the expectation that their students will continue second-language studies in high school. Seventy-eight percent of the middle school parents expressed their belief that instruction in languages other than English should be made available in all elementary schools in APS.

Teachers identified the need to develop a district-wide language skill assessment instrument that would be used for placement purposes for incoming middle school students. Currently only 31% of the middle school language teachers are satisfied with placement results. For the most part, students register themselves for classes guided by the middle school staff. It is evident from middle school teachers' comments that the standardization of the middle school language program and the need for placement procedures are of great concern to them. The language teachers strongly expressed the need for implementing a standardized placement procedure and strengthening the language curricular offerings. Although no placement procedure exists for students coming from the 5th grade, there is an instrument that is widely used to place students at the high school level. This issue will be explored more fully in the high school chapter of this evaluation report.

Methods & Materials

There is a definite link between the preferred use of certain methodologies and materials, and the history of the development of the APS middle school language program. As was noted, each middle school developed its language program during a time when no district language coordination existed. The reinstatement of the district office for M&CL coincided with the first coordinated district-wide textbook adoption for Modern & Classical Languages. Until that time, it was not unusual to find different Spanish teachers at one school each using different basal or teacher-developed materials. The 1983 textbook adoption represented a vital first step in philosophically unifying the cadre of middle school language programs.

It is interesting that the preferred instructional material used by 71% of the teachers in the middle school program is the textbook, followed by the workbook which accompanies the text. Thirty-five percent of the teachers reported frequent use also of adopted activity books, realia, duplicated handouts or worksheets, and teacher-made posters. This presents a striking contrast to the activity-based instruction used by the Elementary Spanish Program teachers (see Methods & Materials section, page 9).

Besides the adopted textbooks, 88% of the teachers reported that they use their own authentic documents such as menus, train schedules, and travel documents. Over half the teachers reported that they use teacher-made posters and felt-boards. Only 24% of the teachers reported using commercial posters and magnetic boards, probably because of their prohibitive cost. Teachers reported that they work to create a linguistic environment in their classrooms. This is accomplished by maximizing the use of the target language during instruction and by reflecting the target culture through the use of authentic items from that culture. Most of the teachers also reported that they contribute to creating a school culture ambience.

As the following table demonstrates, heavy reliance on grammar presentations, grammar drills, written activities, and formal quizzes and tests suggests that a traditional approach to second-language learning is still emphasized. Canal and Swain (1980) believe that a balance between a grammar approach and meaningful communication is preferred. Grammar instruction by language teachers is considered appropriate especially when used in tandem with functional communication skill development.

PERCENTAGE OF MIDDLE SCHOOL TEACHERS REPORTING METHODOLOGIES FREQUENTLY USED

Activity	Percentage Middle School Teachers
Dialogues	60%
Oral presentations	54
Students reading aloud	57
Grammar presentations	50
Grammar drills	54
Games	54
Journals, notebooks	46
Quizzes, tests	71

Middle school teachers also reported the use of games in language instruction. This practice is desirable due to the nature of games, which provide a vehicle for the contextual use of vocabulary and language structure and are highly motivational. While it is important to acquire abstract knowledge and develop particular skills, it is vital to learn how to use one's knowledge and skills for fun and enjoyment.

Dialogues and oral presentations are frequently used by language teachers. They are usually memorized or read from the textbook as an aid to introducing new material. A more spontaneous and realistic use of oral language in the target language is encouraged to supplement this formal approach. Forty-six percent of the teachers reported having their students write in journals or notebooks. This personalized and highly functional use of written language is important for the development of literacy in the target language. Research shows that journal writing is an important second-language learning strategy because it serves to improve language performance and encourages learner autonomy through authentic language practice (Oxford, 1986).

Staff Development Opportunities

The heavy reliance reported by teachers on traditional grammar presentations and other written work provides a rationale and blueprint for middle school staff development. Due to fiscal constraints in APS especially in the last five years, funding for staff development has been very limited. To maximize limited resources, the Coordinator has worked collaboratively with the M&CL Department of UNM and the Modern Languages Department of the Albuquerque Academy to address staff development needs.

The primary vehicle for this collaboration continues to be the local Academic Alliance, the Albuquerque Language Teachers Association (ALTA). Through joint ventures, the three main participating institutions have pooled limited resources and have been able to provide voluntary staff development opportunities of the highest caliber. World-renowned linguists and teacher educators such as Dr. Steven Krashen (Monitor Theory), Dr. James Asher (Total Physical Response), Dr. Elaine Horwitz (Attitudes Toward Second-language Acquisition), and Dr. Rafael Diaz (The Effect of Second-language Learning on Cognitive Development) are among the speakers that ALTA has brought to Albuquerque.

Through workshop formats and tailor-made presentations, presenters have addressed staff development needs which were identified through a needs assessment conducted by ALTA. Fifty-six percent of the middle school language teachers reported that they are members of ALTA and therefore have access, at no cost, to staff development sessions. ALTA meetings are held after regular duty days, usually on Saturday mornings.

The Coordinator realizes that although this is not addressing the needs of all the M&CL middle school teachers, it is a cost-effective means to address professional growth. Sixty-nine percent of the M&CL middle school teachers reported that they should be provided the opportunity to meet for staff development sessions on second-language topics. ALTA provides a forum not only for professional growth, but for much-needed articulation among language teachers. This is reflected by the 77% of the middle school language teachers who reported the need to meet to share ideas, materials, and other relevant program information.

Parents' Perceptions of the M&CL Program

Generally, parents' attitudes toward the M&CL program are positive and supportive. Seventy-four percent of the parents reported their students' attitudes toward their language classes are positive and that their students use the language that they are studying at home or outside of school. This is congruent with a major goal of the APS program, to emphasize the functional, pragmatic, and communicative aspects of learning a second language. This is consistent with the expectations expressed by 83% of the parents that much of what students learn in their language classes will be useful in the future. Eighty-nine percent of the middle school parents strongly voiced agreement that learning a language other than English is important for their children. Parents also reported that they take an active role in their students' study of other languages by helping them with their language studies.

The APS M&CL philosophy statement voices support for maintaining cultural and linguistic plurality in the state of New Mexico. The study of other languages and cultures broadens people's views of the world and makes them more aware of their own language and culture. Being aware that language is a cultural and sociological phenomenon is a crucial step toward changing attitudes toward culturally different people and the languages that they speak. More than half (55%) of the middle school parents related that their childrens' attitude toward culturally different people had improved. Fifty-seven percent of the parents also reported an improved attitude in their children toward other languages.

Alternative models to be explored

Upon analysis of the data gathered, it may be concluded that the least consistent and most controversial component of the K-12 Modern & Classical Languages Program is that of the middle school level. There is disparity among language offerings in the middle schools. Twenty-one percent of the middle schools in APS do not have a Modern & Classical Languages program at all. The Coordinator has developed a series of alternative models to explore for strengthening the middle school Modern & Classical Language program.

The cost-effectiveness of the Elementary Spanish Program model makes this a viable prototype for replication at the middle school level. This means that itinerant, in-house language teachers would be assigned to work with one or several middle schools in the same vicinity. Their sole responsibility would be to deliver instruction in prescribed target languages at the school(s) to which they are assigned.

A particularly effective way to facilitate the development of language skills is to teach content areas in the target language. This would be feasible in Spanish because of the strength of the Bilingual and Elementary Spanish Programs. Students enter middle school with more advanced language skills in Spanish than in any language other than English. A precedent already exists within APS for using this model. Albuquerque High School has been teaching content area courses in Spanish since the early 1980s. United States History and World History course offerings in Spanish are part of the standard high school curriculum and appear in the "yellow book."

Yet another alternative for the middle school M&CL program is to explore other modes of scheduling. The New Mexico State Department of Education does not require a minimum number of minutes per week for M&CL classes. It would be feasible to replicate the ESP model and have language classes meet from 3-5 times a week for 25-50 minutes per session. These classes could be scheduled back-to-back with another elective.

Another possible model is to develop a magnet middle school which would focus on all aspects of cultural literacy. This would include a strong M&CL curriculum and would focus on various facets of global education. Interesting projects have already been undertaken by various APS schools in the area of developing magnet school programs such as Longfellow and Zuni Elementary Schools with specific foci on the arts, Spanish language development, and computer literacy. The magnet concept is not foreign to APS. This would simply extend the magnet concept to the middle school level.

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HIGH SCHOOL LANGUAGE PROGRAM

Description of Program

All eleven regular high schools, the Career Enrichment Center (CEC), and the Albuquerque Evening School offer Modern & Classical Language courses. All regular high schools offer Spanish and French, ten schools offer German, eight offer Latin, one offers Russian, and one offers Italian. Accelerated courses in Spanish and French are offered as enrollment at the schools requires. The Albuquerque Evening School offers Spanish only. CEC offers all language courses with the exception of German and Italian. Japanese and Chinese are offered only at CEC. The following chart reveals how the program has grown since the M&CL program came under APS district coordination.

MODERN & CLASSICAL LANGUAGES PROGRAM
Comparison of Program Growth
1982 & 1989

1982	1989
Spanish I, II, III, IV	Spanish I, II, III, IV, V
Spanish for Spanish Speakers	Accelerated Spanish I, II
	Spanish for Bilinguals I, II
French I, II, III, IV	French I, II, III, IV
	Accelerated French I, II
German I, II, III, IV	German I, II, III, IV
Latin I, II, III	Latin I, II, III, IV
Italian I, II	Italian I, II, III, IV
Russian I, II	Russian I, II, III, IV
	Beginning/Accelerated Japanese
	Advanced/Accelerated Japanese
	Beginning/Accelerated Chinese
	Advanced/Accelerated Chinese

The "Spanish for Bilinguals" program has also expanded and is now offered at Valley, Highland, Rio Grande and Albuquerque high schools. It replicates the Spanish Language Arts program offered at Albuquerque High School since the early 1980s. The Spanish for Bilinguals program offers language instruction as well as courses in U.S. History and World History taught in Spanish.

Accelerated courses are intended for the more academically-able student and the student who has some background in the target language. A year and a half of content is covered during one academic year for a two-year sequence. Students may then sign up for the fourth-level language course during their third year of language study. Incoming ninth grade students are identified for these courses through middle school teacher recommendations with high school teacher approval. High school students may enroll for these courses with high school teacher approval.

Advanced Placement (AP)/Honors courses have been developed, approved, and are listed in the High School "yellow book." However, AP courses require additional resources such as additional FTE's for reduced pupil/teacher ratios, specialized staff development for the AP teachers, and additional instructional materials. No additional district funding has been made available for implementation of these courses in spite of continuous requests from upper-level language teachers and students. Students who score 3, 4, or 5 on the APS examination receive actual college credits from universities nation-wide, and represent tuition savings for the students.

It should be noted that students who have completed fourth-level Spanish, French, and German frequently have passed the AP exam without the benefit of a district-sanctioned AP program. (Occasionally, even third-level students have passed the AP examination.) Sometimes an individual classroom teacher prepares students during class or after school for the AP test. Those upper-level students who successfully complete the AP exam speak well for the upper-level instruction that students are receiving.

Impact of the New Mexico School Reform Act

The NM School Reform Act had an impact on the M&CL program in particular through the implementation of the Communication Skills requirement which further reduced the number of elective slots available to high school students. The situation was relieved somewhat during the 39th Session of the New Mexico State Legislature. House Bill 45 was passed which allows for a language other than English to satisfy the Communication Skills requirement. APS has implemented this at the local level by adopting a policy that allows the completion of the third-level high school M&CL course (or equivalent) to meet the Communication Skills requirement.

History of the High School M&CL Program

When the Coordinator position was reinstated in 1981, there was a great disparity in M&CL program offerings among high schools and little consistency within individual high school programs. For example, 17 different textbooks from as many publishers were in use throughout the district for Spanish instruction. These textbooks had been self-selected by individual teachers at the classroom level. In one high school, three Spanish

teachers each used a different textbook for Spanish I instruction. Antiquated materials provided outdated information. For example, in 1982 a widely-utilized French text with a 1963 copyright described France in stereotypical terms as an exporter of agricultural products (wine and cheese). In reality, today France is a world leader in utilizing technology, and its primary export in the 1980s was jet aircraft engines.

Placement Procedures

A placement procedure is established at the high school level for Spanish. A 50-minute, group-administered instrument assesses student ability in reading, listening comprehension, and writing. Oral language ability, which requires individual testing, is not assessed due to limited resources in test development, administration, and scoring. The test results are used to make recommendations for student placement in terms of level and Spanish program strand: whether the student is best placed in the regular Spanish sequence or in the Spanish for Bilinguals program. The test is now widely used throughout the district and is considered a valuable addition to language assessment materials. Districts throughout the nation have requested and been provided the APS Spanish Placement Test. Only students who have some background in Spanish, either through courses taken in elementary or middle schools or through home experience, are encouraged to take the test. Incoming students with no language background are guided to take regular Spanish I. The Coordinator and teachers agree that the use of the Spanish Placement Test has contributed to the expansion of upper-level Spanish course offerings. Freshmen are placed at their appropriate linguistic levels rather than having to take Spanish I arbitrarily because they are entering high school.

The M&CL Coordinator proposed that the District allocate resources for the revision of the six-year-old Spanish Placement Test. Since French is also offered at the middle school, a French placement test is also needed. Development of this instrument would require extensive teacher input and field testing. Placement tests are not required in any of the other languages because the APS elementary and middle school language programs offer only Spanish and French.

Teachers concur that they need to work more closely with counseling staffs to ensure proper advisement of students regarding the M&CL program. Although most colleges require only two years of high school language study for admission, M&CL teachers would like for counselors to encourage students to begin second language study as early as possible in their high school career with the goal of developing fluency. This is especially important if the student has participated in elementary or middle school language programs. As mentioned earlier in this study, the literature consistently indicates that four to six years of continuous language study are necessary to develop functional proficiency in any language (ADFL, 1983). Functional proficiency might be described as being a "comfortable tourist" in the country where the language is spoken.

The M&CL Coordinator has provided two suggestions for time and cost-effective strategies to sensitize counseling staff to the needs of the M&CL program. One would be to have consistent representation from the counseling department at M&CL department meetings. A corollary activity is for M&CL department personnel to attend regularly the curriculum portion of counseling department meetings.

Methods & Materials

Two major features emerged in the analysis of the methodologies favored by high school language teachers. The first is high reliance on a traditional grammar approach. Seventy-five percent of the teachers reported frequent use of grammar presentations and 63% said that they frequently use grammar drills in their lessons. Another significant methodology frequently (75%) used by the teachers is the creation of a linguistic environment in the classroom. Creation and maintenance of the linguistic environment refers to utilizing the language meaningfully in the classroom so that the teacher and the classroom environment provide a model for the target language and culture. This is accomplished by using the target language as much as possible in the classroom, even for everyday classroom management tasks such as taking roll and collecting papers, and consistently for general discourse. The linguistic environment also may be enhanced through the use of authentic artifacts, posters, and bulletin boards that serve as stimuli and reinforcement while providing pragmatic modeling of the language.

The literature is inconclusive as to whether there is a preferred methodology for second-language instruction. Teschner (1986) suggests that approaches "variously sequenced" in the second-language classroom will best serve the language learner. APS teachers did report using varied methodologies such as role-playing, dialogues, oral presentations, discussion groups, listening activities, student reading aloud and teachers reading to the students. That the majority of teachers reported use of grammatical methodologies is not necessarily inappropriate. The research indicates, however, that a better balanced delivery of instruction would be more desirable. It is unreasonable to expect teachers to do this unless long-term staff development opportunities are made available to them geared to strategies providing for effective combination of methodologies.

Deserving of particular notice was the use by 79% of the high school teachers of games, songs, and art activities. This is atypical of highly specialized secondary teachers who usually concentrate more on delivering content in traditional lecture formats. The rationale for using these kinds of activities, discussed in the ESP section of this report, applies well, though the students are older and more sophisticated. These highly motivational activities establish a classroom environment where the students will spontaneously use the target language in a meaningful and communicative way.

As was noted in an earlier discussion, standardization of curriculum has resulted in great part from the adoption of textbooks in 1984-85. Teachers responded positively to district efforts to standardize. Eighty-two percent of the teachers reported frequent use of the adopted textbooks, workbooks, and activity books. Seventy-nine percent of the teachers reported that they supplement the textbooks with readers, newspapers, and magazines. Most teachers (74%) also contribute their own teacher-developed handouts or worksheets.

Many teachers (43%) reported frequent use of their own authentic documents as props, such as menus, train schedules, travel documents, etc. and other realia. The use of authentic documents and realia reflects the national trend toward the use of manipulatives and artifacts from the target culture.

Staff Development

The data presented in the preceding Methods and Materials discussion revealed the need for a well-defined and varied staff development program. Since there has not been a congruent staff development program, it is understandable that teachers rely on adopted textbooks as their primary source of material for program implementation.

Ninety-one percent of the teachers expressed a definite need for the opportunity to meet for articulation purposes. These sessions would include updated information on new methodologies, on the use of materials, and on new testing techniques that reflect the emphasis on oral language production.

An innovative strategy for addressing a variety of staff development needs identified by teachers during this evaluation process would be an experimental field experience program. The purpose would be for the teachers to develop a holistic view of the M&CL program and to become more sensitive to the needs of the students at all levels.

> *Example: A high school teacher would visit an elementary teacher for a field experience observation. The visiting teacher would observe an ESP lesson and the ESP teacher's use of a variety of materials and techniques, without need of a basic text, to promote oral language proficiency. The ESP teacher would then visit and observe the high school teacher. The observations would be followed by a meeting between the participating teachers to discuss the lessons delivered and what was observed. After a pre-determined interval, the two teachers would exchange roles for a day. This experience would again be followed by meetings to discuss the experience and explore the theoretical basis for what was observed. As more M&CL teachers participated in this kind of field experience, opportunities would be provided for articulation meetings to discuss district-wide M&CL issues including student placement, methodologies, and materials.*

Teachers would become more aware of the curriculum, materials used, and preferred methodologies for various levels. The ultimate goal would be to have teachers with a holistic view of the M&CL program who can incorporate their field experiences into their own classrooms.

Parents' Perceptions of the High School M&CL Program

Eighty-one percent of the parents rated their students' attitude towards their language classes as positive. Sixty-four percent also reported that they have observed their students using the language they study at home or outside school. Nearly all the parents (91%) consider learning a language other than English at an early age important. Eighty-one percent of the high school parents concur that instruction in a language other than English should be available in all elementary schools in APS. The majority of parents expressed the belief that much of what their students learn in their language classes will be of use to them in the future. Nearly half the parents indicated that their

students probably will continue to study a language other than English in college. Many parents requested further information regarding the M&CL Program. Financial restraints prohibit the distribution of a newsletter; still, the M&CL district office responds to many parental inquiries and community requests.

Other Issues Germane to the High School M&CL Program

Recruitment - M&CL high school students and teachers should be allowed to visit the middle schools at predetermined times for recruitment. This would require the development of a cohesive, overt strategy. Recruitment for the high school M&CL program is particularly important at this time because of curricular constraints experienced as a result of the New Mexico School Reform Act.

Combined levels - At present, Latin, Spanish, French, and German have combined-level classes. Teachers concur that it is impossible to cover the same amount of material and offer the same services equally to students when different levels meet at the same time. When this is attempted, teachers and students express frustration that they are not achieving their expected goals. The M&CL Coordinator has suggested that combining levels may be appropriate only at 4th and 5th level classes. Reading selections or literary focus would be different between levels but both groups would receive simultaneous instruction. Here again, inservice training is necessary to develop strategies for the unique problems of combined-level language instruction.

Budget - Teachers expressed the need for additional funds to purchase supplementary materials and supplies. Language teachers reported that although limited funds are distributed at the school level, they are seldom allocated to language classes. The M&CL district office has a system for distributing district funds. Typically, an equally distributed amount of money has been allotted to each language teacher amounting to about $40. This amount of money has consistently proven to be inadequate.

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